

**Ashley Junior School
Curriculum Standards and Pupil Welfare Committee
Wednesday 16th January, 2019 at 6.00pm**

Minutes

Present:

Fiona Wood Chair
 Lorraine Henville (LH) Acting Head teacher
 Elizabeth Ward (EW) Chair FGB Partnership
 James Hutson (JH) Parent
 Norman Bullen (NB) Vice Chair FGB Partnership
 Isabelle Pennycook (IP) Parent
 Emma Rand (ER) Co-opted
 Lara Witney (LW) Staff
 Val Twiss

Apologies:

Naomi Hutchins (NH)
 Ian Rix (IR) Headteacher

In Attendance:

- Richard Wakelin
- Lindsay Ratcliffe Local Authority Clerk

Challenge **Support** **Impact** **Action** **Meeting was quorate at all times**

Action Grid

Minute	Subject	Action Point	By Whom?	When?
7	Governor Visits	To arrange a visit to observe a lesson	IC	Spring Term
8	Policy Review	Exclusion: is there new guidance?	LH	ASAP

1	<p>Welcome and Apologies: Meeting opened at 6.00. Chaired thanked all for their attendance. RW was introduced. A brief explanation of HT absence was shared with governors. DHT and AHT will take over as they did at the start of the Autumn term.</p> <p>Apologies: NH, IR. Apologies had been received and were accepted.</p>	
2.	<p>Declaration of Pecuniary Interests (relating to this agenda)</p> <p>None</p>	
3	<ul style="list-style-type: none"> • Presentation: <p>RW produced a presentation completed as part of his Masters Degree and its relevance to AJS.</p>	

The presentation was around the use of STEM sentences in Maths. RW explained that the use of STEM sentences and visual representation improves communication skills in Maths and aids low attainers and less confident speakers.

This work links directly to the school development plan:

- Rich Curriculum
- Language and Communication
- Raising Standards in Maths and Spelling

When researching the subject, it was discovered that there is very little literature around STEM so much of the initial thinking was speculative. The initial question was how to include everyone?

An explanation around the research was given:

- Lessons would include STEM + visual representations + model calculations
- Data identified higher/lower ability pupils
- Higher ability should be able to understand facts, structure more efficiently
- Lower ability should be able to understand structure.
- Findings: a transcript of a conversation with a child was shared
- Lower ability child was able to engage in a Mathematical based discussion
- Examples of pupils' work across the ability range was shared demonstrating progression.

Conclusions:

Use of talk showed signs of fluency and increased confidence in lower ability child.

Further research is needed.

This presentation may be published in an academic journal in the near future.

Governors were asked if they had any questions?

Will this be introduced to other staff?

RW has led meetings and this is coming. To achieve Mastery in Maths there a number of ways in including

1. Stem sentences
2. Bar Modelling
3. CPA

HT stated that some members of staff are confident and able to use this method, others are still developing their skills.

Is there a danger that using so many concepts pupils will get muddled?

There is that possibility. CPA was embedded about two years ago and others are introduced.

AHT and Maths lead will visit a school to observe good practice.

Will the use of STEM sentences develop literacy in Maths?

It was confirmed that Maths vocabulary is improving. It is important children understand the reasoning behind Maths problems. There is a need to move away from teaching 'this is how you do it' pupils need to

	<p>understand why and therefore develop reasoning skills in Maths. This is also important to ensure SATs results are good.</p> <p>Does Maths Vocabulary lag behind because it is not used outside the Maths classroom?</p> <p>Children do switch off if they do not understand. It is important to use real life problems. Language is developed first, then the problems are introduced.</p> <p>RW was thanked for his presentation and the work he has completed in this area.</p>	
4	<p>Minutes:</p> <p>4.1 Minutes from the last meeting 17th October, 2018</p> <p>Minutes were accepted and signed as a true and accurate record of the meeting.</p>	To be filed by clerk
5	<p>Matters arising (not dealt with elsewhere on the Agenda)</p> <p>None.</p>	
6	<p>Progress against School Development Plan and Pupil Progress</p> <p>6.1 Priority Areas</p> <p>6.2 Whole school data:</p> <ul style="list-style-type: none"> • Outcomes and challenges • Progress of groups of pupils: SEND/Pupil Premium • Outcomes SAT's against targets <p>6.3 Ofsted Inspection Targets</p> <p>LA Inspector has visited the school. Data: Outcomes are very positive regarding results which are above the National Average.</p> <p>Focus is to improve the outcomes in Maths and English for children working at greater depth.</p> <p>Progress of groups:</p> <p>There are some children who are not SEND but are not making the expected level of progress. This group is receiving appropriate intervention (Bridge Group).</p> <p>The results for disadvantaged groups is above average.</p> <p>The impact of removing pupils who are in the LSU from the statistics has a significant impact upon results.</p> <p>Pupil Progress meetings were held at the end of the Autumn term. The focus of these meetings was non-SEND pupils who are not yet achieving Age Related Expectations (ARE). Teachers were able to speak about how they are supporting these individuals as they move forward.</p> <p>Data meeting with governors: this meeting will be held at a later date.</p>	

	<p>LA Inspector considers</p> <ul style="list-style-type: none"> Teaching and Learning and Leadership are very strong There are high expectations of pupils and a broad, rich curriculum is delivered at AJS Information was shared about a school who had moved from Outstanding following an inspection by OFSTED on the subject of Safeguarding. No concerns had been raised at the school over an 18 month period. Acting HT was able to make use of data and information recorded on CPOMs to illustrate Safeguarding at AJS. <p>Governor noted that Safeguarding at AJS is embedded and this is an important and significant point.</p> <ul style="list-style-type: none"> Exclusion details were highlighted but this was not an issue as the LA inspector had figures from over an 18 month period. Attendance was seen as an issue. Specific cases were highlighted and the circumstances around the children were explained identifying why their attendance was low. If these exceptional cases are removed and two lots of data are presented the attendance figures improve significantly. Pupil mentoring with lead students is strong. <p>Recommended Actions:</p> <ul style="list-style-type: none"> Combined end of KS2 data at greater depth needs improvement Topic Books: Give greater depth an opportunity to have more freedom to express themselves T and L 'Entitlement' now wants these to be combined in 'Curriculum Intent' for website More Able Maths pupils these children were questioned; they were able to identify work they found tricky. Maths equipment is not firmly embedded. <p>It was noted that the preparation for the meeting was thorough and this was appreciated by the inspector.</p> <p>Feedback has been shared with teaching staff and will be shared with LSAs on Friday 18th January.</p> <p>This has been an opportunity to show how the school works together as a team. Governors noted that the meeting shows the development of leadership in the school has been effective.</p> <p>Governors were informed that due to long term absence it may be necessary to bring in some supply cover. It was confirmed that there is insurance to cover this eventuality. This will be discussed further at resources.</p>	
7	<p>Governor Visits:</p> <p>IC had visit before Christmas with language link and AHT. She has planned to observe a lesson during the next term. Date to be confirmed.</p> <p>Chair thanked her for her input.</p>	
9	<p>Policy Review : Policies had been circulated to governors prior to the meeting</p> <ul style="list-style-type: none"> SEND This was reviewed before the Christmas break. Behaviour 	

	<p>A minor change was made regarding 'sanctions' and 'golden rules reminder group'. This is no longer used. The Hub is used and there is SLT involvement. The detail of this is included in Appendix linked to policy.</p> <ul style="list-style-type: none"> • Anti Bullying Accepted/adopted • Exclusion <p style="background-color: red; color: black;">Acting HT will check this as there may be some updated guidance to include.</p> <ul style="list-style-type: none"> • Internet Access Accepted/adopted • Sex and Relationships Accepted/adopted 	
9	<p>Correspondence</p> <p>None received</p>	
10	<p>AOB:</p> <p>Comment about training opportunities HCC for governors. Clerk identified most recent communication and details of training offered</p> <p>Date of Next Meeting: Wednesday 24th April 2019 at 6.00 pm</p>	
	<p>Minutes approved by:.....</p> <p>Signature:.....</p> <p>Position:.....</p> <p>Date:.....</p>	